

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Esther Kim

Official School Name: One Hundred Fifty-Sixth Street Elementary

School Mailing Address:  
2100 West 156th Street  
Gardena, CA 90249-4703

County: Los Angeles State School Code Number\*: 19647336018493

Telephone: (310) 324-6639 Fax: (310) 532-2306

Web site/URL: http://notebook.lausd.net/portal/page?\_pageid=33,47493&\_dad=ptl&\_schema=PTL\_EP E-mail: ekim01@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Ramon Cortines

District Name: Los Angeles Unified Tel: (213) 241-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Monica Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |            |                     |
|------------|---------------------|
| 436        | Elementary schools  |
| 75         | Middle schools      |
|            | Junior high schools |
| 64         | High schools        |
| 303        | Other               |
| <b>878</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9626

Average State Per Pupil Expenditure: 8117

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	10	30	7			0
K	30	26	56	8			0
1	32	22	54	9			0
2	34	33	67	10			0
3	14	25	39	11			0
4	29	20	49	12			0
5	30	21	51	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							346

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
19 % Asian
15 % Black or African American
49 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
15 % White
% Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1.	294
(5)	Total transferred students in row (3) divided by total students in row (4).	0.160
(6)	Amount in row (5) multiplied by 100.	15.986

8. Limited English proficient students in the school: 15 %

Total number limited English proficient 51

Number of languages represented: 5

Specify languages:

Spanish, Korean, Vietnamese, Cantonese, Japanese

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 186

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>8</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>4</u>	<u>12</u>
Total number	<u>31</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	98%	96%	97%
Teacher turnover rate	5%	5%	16%	10%	5%

Please provide all explanations below.

Teachers leave 156th Street School only due to family relocation, child care leave, or retirement. During the 2005-2006 school year, we had two teachers on child care leave, and one teacher leaving town due to her husband's job relocation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Vision Statement: “The staff and community of 156th Street School are committed to enhancing the lives of all students through programs designed to promote educational, social, and personal excellence.”

Mission Statement: “156th Street School strives to have every student meet grade level standards in all core subjects with self-discipline, positive self-esteem, and the skills necessary to achieve one’s potential in all facets of life.”

Tucked in a quiet residential neighborhood, 156th Street School is a small, single-track urban elementary school located in the City of Gardena in the Los Angeles Unified School District. Our student population includes 307 general education students in kindergarten through 5th grade; 9 in a Special Day Program for Autistic students, and 30 pre-K students in SRLDP (School Readiness Language Development Program). Our diverse student body includes 54% eligible for Title I programs, 51 students are English Learners (EL), and 44 identified for the Gifted and Talented Education (GATE) program. We are a School for Advanced Studies; participate in the District Arts Program; and offer facilities and programs that include a Learning Center, Resource Specialist Program, Wonder of Reading Library, Reading Garden, and computer lab. Our school’s firm commitment to education has been honored by many awards including the 2002 and 2008 California Distinguished School Award for Overall Excellence in Education; 2006 California Distinguished School Honorable Mention; 2007 California Business for Education Excellence Honor Roll, and Title I Academic Achievement Award for four years.

156th Street School has maintained increasingly strong overall achievement scores. Our current State Academic Performance Index (API) score of 883 reflects a 26-point increase from 2007 and a cumulative increase of 122 points over the last six years. Student achievement is attributed to the strength of our academic programs and spirit of community in which all stakeholders assume responsibility for making 156th Street School an exceptional place for learning. Instruction is delivered by highly qualified teachers and support staff through a core curriculum aligned with content standards. Teachers collaborate on lesson planning, seek and implement effective strategies, and share ideas to meet student needs. We offer intervention programs for struggling students and enrichment programs for our high achievers. Learning is supported through strong school leadership, and parents, students, and a community committed to success.

As our staff provides the tools for education, students are also expected to take responsibility for their learning. To reinforce positive school behaviors and achievement, we recognize students at our weekly "Good Egg" assemblies, in our monthly newsletter, and at an annual awards program. Family involvement is essential for student achievement, and we make every effort to provide an inviting atmosphere where parents want to take an active role in their children’s education. Annual school events such as Country Fair, Ice Cream Social, McDonald’s McTeacher nights, Talent Show, and Math and Literacy Nights offer families an opportunity to connect with school beyond Back-to-School and Open House evenings.

156th Street School maintains a tradition of academic excellence, and we continually strive for improvement for all our students. Our school community is dynamic and motivated in its effort to provide learning opportunities and a school environment where all students can succeed. As a result of the collaborative effort of our administrators, faculty, staff, parents, students, and community, 156th Street School believes in high academic and achievement standards for all students; promotes personal growth in self-discipline and self-esteem; and fosters a belief that the school community exists beyond the classroom doors.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Students in grades 2-5 attending California public schools participate in the state Standardized Testing and Reporting (STAR) program (<http://star.cde.ca.gov/>). Students in grades 2-5 who are instructed in a standards-based general education curriculum in language arts and math take the California Standards Test (CST). In addition to the general CST, STAR includes further assessments at different grade levels: 3rd grade California Achievement Test (CAT6) includes test items in language arts and math, 4th grade writing, and 5th grade science. In the last five years, nearly 100% of our students in grades 2-5 have participated in the assessment program and all scores are reported by grade level. Scores include results of English learners and students with special needs instructed in the standards-based academic curriculum. Students identified for special education take the test with accommodations listed on their Individual Education Programs (IEP's).

The STAR program rates achievement in five levels of proficiency which are: far below basic (FBB); below basic (BB); basic (B); proficient (P); and advanced (A). In order to meet proficiency students must score at P or A levels. Those who score at B, BB, and FBB are achieving below proficiency. Our school's STAR reports have shown a continuous increase over the last eight years in our state's performance rating in which we rank 10 (out of 10) when compared to schools with similar demographics, and as the bar for meeting Adequate Yearly Progress (AYP) targets continues to rise, 156th Street School's students have met that challenge as well.

Our assessment data over the last five years shows clear trends that have contributed to our consistently rising API. A focused effort to support students performing at below basic levels resulted in the percentage of students scoring at FBB and BB decreasing as the percentage of students scoring at P and A has increased. In addition, school-wide math scores have steadily risen over the five-year period so that in 2008, 91% of our students in grades 2-5 achieved at proficient levels. This is a gain of 28% compared with scores from 2004 (63% met proficiency).

As our math scores have steadily risen resulting in a significant five-year gain, school-wide scores in English language arts (ELA) have also increased. We have witnessed a steady climb in the percentage of students performing at P and A levels in language arts since 2004. Our 2008 data shows a 16% increase for students in grades 2-5 achieving at proficient levels compared to 2004 data. At the same time, the percentage of students performing at B, BB, and FBB levels has steadily decreased 26% in five years.

Disaggregated data for significant subgroups showed growth trends for socio-economically disadvantaged students in both ELA and math at all grade levels. A significant increase over five years for the percentage of students performing at proficient levels is evident in the data, which is consistent with overall school performance. Some changes from 2004 to 2008 are especially notable: ELA: +42% (grade 4); Math: +53% (grades 4 and 5); and Science: +68% (grade 5). As we focus on closing the achievement gap for our underperforming populations, this subgroup and all significant subgroups met 2008 AYP targets at all grade levels in both ELA and math.

STAR results provide summative achievement information for our students, and we use a variety of additional measures to inform instruction, plan intervention programs, and identify students in need of support. Teachers monitor student achievement on a daily basis by analyzing student work and results of curriculum-based and teacher-made assessments. District six-week assessments in language arts and quarterly math assessments provide additional information to track student progress throughout the school year.



## **2. Using Assessment Results:**

We use assessment results as a tool to understand trends and evaluate the success of our academic programs. Assessment results drive our curriculum by confirming our strengths and revealing gaps to supplement by additional or alternative resources. Open Court Reading assessments evaluate progress in comprehension, vocabulary, spelling, writing, and fluency. District-created periodic math assessments relate directly to the curriculum and measure student progress toward learning key skills. As test items reflect the types of questions and responses required on state standardized tests, preparing for them is a viable way to ensure standards are being met. Teachers also evaluate student achievement through performance-based measures including portfolios, journals, and work samples. Analysis provides important information to identify students in need of support or enrichment, design intervention programs, choose supplemental materials, and allocate budgets.

Assessment results allow us to target specific needs for professional development. Staff meetings provide the setting for analyzing data, formulating action plans, and looking for trends to determine areas for additional training. For example, by analyzing language arts assessment information, teachers noted reading comprehension as an area of need across grade levels. Hence, our literacy coach provided two-day training with a variety of strategies to address comprehension. When our data indicated an achievement gap for our socio-economically disadvantaged subgroup, our administrator pursued training in Culturally Relevant and Responsive Education and shared with the staff.

Throughout the school year, we examine assessment results, English Language Development scores and profiles, and student work to identify students at risk. Those scoring below the proficient level in ELA and/or math are recommended for interventions including after school programs and Learning Center support. Our “350 Club” is an after school class for students scoring near proficiency (Basic) on STAR assessments, and enrichment classes for GATE and high-achieving students provide extensions in science and math for those who scored at high levels on standardized measures or consistently show exemplary work and achievement.

## **3. Communicating Assessment Results:**

The school communicates assessment results to parents, students, and the community through a variety of channels. At twice-yearly parent-teacher conferences we review student work, progress report grades, assessment results, and academic standards to ensure parents know how their child is doing and what is expected to meet proficiency. STAR results are sent home to parents during the summer and are reviewed at parent conferences. Our parents receive information regarding their child’s achievement and progress via three formal progress reports and three mid-term evaluations. For particular needs, teachers provide informal updates through daily assignment planners, notes home, phone conferences, and drop-by conversations. Our monthly school newsletter, “Chit Chat” and weekly Good Egg assemblies announce general school information as we recognize individual students for their successes.

Regularly scheduled Back-To-School Night, Open House, PTA, and council meetings provide parents with information regarding the curriculum, standards for achievement and behavior, and opportunities to ask questions. Grade-level standards are posted in every classroom, as are rules and expectations for behavior. Student Success Team and IEP meetings are formal means of communicating with parents of at-risk students. The district and school websites link parents via Internet to important school information, including our School Accountability Report Card. A district-wide report was mailed to every parent with information on how our students are doing in reading and math, how well the school is performing to help students become fluent in English, and the rate of preparedness of our students as they move on to middle school. To communicate information with non-English speaking parents, progress reports are sent home in various languages and staff is available to translate at meetings and conferences. As our community is diverse, we have staff members who speak Spanish, Korean, Vietnamese, Tagalog, and Japanese, and translation services for other languages are available from the district.

#### **4. Sharing Success:**

156th Street School radiates an inviting atmosphere as we welcome visitors to our campus and in our classrooms to observe in our teachers, examine room environments, converse with our staff, and enjoy the general culture of the school. Our strong academic achievement is based in the classroom where instruction is delivered, and teachers share their successes with colleagues through various means. Teachers are regular presenters at parent meetings, staff development trainings, serve as mentor teachers, and supervise student teachers from local universities. We have hosted staff development in language arts and math as well as PE training, collaborations in art, and CPR/first-aid certification classes for staffs of neighboring schools. We invite visitors from other schools to tour classrooms and campus facilities including our computer lab, Wonder of Reading Library, and Reading Garden.

As we celebrate the successes of our students and our school, staff members desire to support colleagues by sharing effective practices. In doing so, we have posted “signature practices” on the state office of education “Visitors Guide to High Performing Elementary Schools” website providing descriptions of instructional programs we’ve found effective in supporting our Title I and at-risk students. Our special education staff shared with similar schools ideas for implementing an effective Learning Center to support struggling students. Fifth grade teachers created modified curriculum-based assessments to better correlate with state standardized measures and shared them with same-grade colleagues at other schools. Fourth grade teachers created a cross-curriculum language arts-science unit on diseases and medicine to augment the core program and shared with other 4th grade teachers. Sharing has generated positive feedback from colleagues as they see the value of teacher-created materials in providing a solid, meaningful curriculum.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our curriculum is based on state standards to ensure all students receive instruction in core subjects as a foundation to higher-order thinking through a continuous K-5 program. Every student has access to instruction in a standards-based program enhanced with necessary supports. This includes students with disabilities, English learners, at-risk students, and our pre-K population. Critical thinking and problem-solving skills are emphasized as students discover connections between what is learned and how knowledge is applied to life.

Open Court Reading is the core language arts curriculum, and our steady improvement in ELA can be attributed to the format of the program, its explicit lessons that target standards, consistency and continuity within and between grade levels. Embedded in the program are units on cultural heritage, folklore from different countries, characters of different ethnicities, cultural celebrations and customs, family structures, and career choices to reflect the diversity of our society. Support from Scholastic Reading Counts technology, and writing and research extensions allow us to target students' individual mastery levels.

Directed by our District Math Instructional Guide (MIG) and supplemented with Scott Foresman California Mathematics, the strength of our math program lies in its alignment with content standards and explicit presentation of skills as the foundation for meeting those standards. Incorporating manipulatives and extensions for problem solving provides differentiation for heterogeneous student groups. The MIG is a district-wide lesson plan to ensure that key standards are covered, skills build upon each other, and mastery leads to understanding of "big ideas". Building on California Mathematics, the MIG promotes using supplemental materials and activities to enhance math instruction and provide enrichment and intervention.

Full Option Science System (FOSS) kits provide research-based, hands-on scientific inquiry opportunities balanced by reference texts. Instructional guides and periodic assessments aligned with these programs require that students have exposure to and progressively learn essential skills toward meeting grade-level proficiency.

Our standards-based curriculum for other subjects is reflected in the state-adopted textbooks that we use. They include Health and Wellness, Scott Foresman California History, Silver-Burdett Music Connections, and SRA Art Connections. Into English! is the core program for English Language Development at all grade levels, and high-achieving students access the curriculum with teacher-created differentiated lessons and enrichment activities. Alternate standards-based programs guide instruction in the pre-K class and Special Day Program for autistic students. Teachers teach nutrition and healthy lifestyle choices via our health curriculum which is complemented by a physical education program based on Nike GO PE and activities in the district PE curriculum.

Lessons in all content areas are presented in various ways that include direct instruction, discussion, research, hands-on activities, and movement to provide opportunities for students to acquire knowledge through multiple modalities. Differentiation includes whole- and small-group lessons, independent study, and tiered assignments where all students are exposed to a topic but select different activities based on ability level. In small groups, students play math games adapted to suitable levels to reinforce concepts. In science, students learn the scientific method in a directed lesson and collaborate to develop a hypothesis and experiment, solving the problem using inquiry methods. Field trips enhance the curriculum allowing students to learn through experience. Enrichment is offered through extended and in-depth analysis through differentiated instruction and after school classes. Connecting the curriculum to community involvement and service learning is common practice through programs supported by local service-related organizations and clubs.

As an Arts Program participant, visiting experts demonstrate lessons that give all students access to instruction in dance, theater, music, and visual arts while modeling techniques for incorporating the arts into the curriculum.

The program has afforded our students opportunities to visit and interact with professional artists at cultural venues such as the Walt Disney Concert Hall, Getty Museum, House of Blues, and Dorothy Chandler Pavilion.

## **2a. (Elementary Schools) Reading:**

Reading unlocks the vast knowledge into which words give entry. As such, our district adopted the Open Court Reading (OCR) program which builds reading proficiency by systematically scaffolding skills by grade level. District-wide implementation allows a consistent, standards- and research-based program within and across schools.

The reading program includes word knowledge, reading comprehension, and oral and written language instruction at every level. Skills are taught in whole group and small group clusters. During Independent Workshop Time, students have opportunities to practice skills while the teacher gathers small groups for differentiation. In the primary grades (kindergarten-2nd), students are introduced to sound/spelling cards to develop phonemic awareness and begin reading high-frequency words and decodable books. Third grade students transition from learning-to-read to reading-to-learn as their skills improve toward becoming independent readers with a growing appreciation of literature. As students move on to 4th and 5th grades, reading expands to novel studies while incorporating non-fiction research for social studies and science.

School-wide programs provide opportunities for students to develop skills and evolve into lifelong readers. With Scholastic Reading Counts, a computer-based program that encourages independent reading and tests for comprehension, students earn points and are recognized for reaching reading milestones at weekly Good Egg assemblies. Our librarian organizes a community program through our Wonder of Reading Library for students to share reading time with a volunteer mentor. She also sponsors weekly after school Book Club gatherings for students to discuss literature selections that tie into the curriculum. For our Reading Buddies program, kindergarten and 5th grade students read together in the Library or Reading Garden, as do 4th and 1st grade pairings. At Literacy Night/Pajama Story Time, students return to school in the evening in their pajamas for a special book read-aloud and activity while parents attend workshops presented by our literacy coach. These programs are an extension of our language arts curriculum as we instill in our students the value of reading and encourage them to become readers for life.

## **3. Additional Curriculum Area:**

If reading and math provide the tools for learning, then science stirs the curiosity and wonder that inspire such learning. At 156th Street School, FOSS kits are available for every grade level and have been organized so that scientific processes add complexity and depth as students progress through the grades. Primary students gain hands-on experiences as they learn about life cycles while tending our vegetable and plant garden. Upper grade students do research in textbooks and on computers and then design and conduct their own inquiry based on the scientific method. District-made quarterly science assessments for 4th and 5th grade provide instructional focus while marking student progress. For over 20 years, the 5th grade has extended its marine biology unit with a 3-day trip to the Catalina Island Marine Institute where students work in laboratory settings and snorkel with the animals they've been studying.

After school science enrichment clubs are offered in 3rd-5th grades. Students enter science fair projects in the annual South Bay Business Environmental Coalition's Science Fair. Not only do they gain valuable experience, but students interact with scientists around the community to see that science is a part of their world as well as the world at large.

Teachers have written grants for several science programs. Our primary garden is one such example. Students, parents, teachers, and community members worked together to build a living and learning garden that enables studies that range from plant growth to ecosystems and nutrition. Another grant from A+ for Energy utilizes

technology as upper grade students prepare, conduct, film, and edit instructional science videos for various grades.

With all of these programs we strive to provide the background and experiences students need to help them realize that what they can do is limited only by their imaginations.

#### **4. Instructional Methods:**

A reflection of the community we serve, 156th Street School's population is a model of diversity. Students come from different cultures, ethnic backgrounds, speak different languages, and achieve in different ways. General education students receive instruction through the core curriculum based on state frameworks and grade-level standards. Students in the autism Special Day Program participate in an alternate standards-based academic curriculum developed by the County Offices of Special Education Administrators. To prepare pre-K transition to kindergarten, students receive instruction through DLM-Early Childhood Express. Students with disabilities, English learners, at-risk, gifted, and high-achieving students are supported with differentiated instruction, interventions, and enrichment programs.

Students who need additional assistance work with classroom aides and intervention materials to supplement core instruction. We also offer the following programs to support struggling students toward meeting grade-level achievement:

- Extended Learning Program: after school ELA and math classes for students not meeting proficiency
- English Language Acquisition Program: language development instruction to support English learners toward proficiency in English
- 350 Club: for students who scored near 350 (Basic-just below Proficient) in ELA or math on STAR assessments to review skills and test-taking strategies
- Summer intervention: for students in jeopardy of being retained in their current grade
- Extended School Year: summer session for students with special needs
- Learning Center: pull-out program (during school) providing small-group instruction to assist struggling students in core subjects

For our high achieving and GATE students, we offer enrichment that emphasizes a challenging and rigorous program. GATE students work in a differentiated general curriculum in which students synthesize and expand on their knowledge through independent projects, accelerated pacing, inquiry extensions, and complex activities. Enrichment is provided through after school clubs that focus on thematic units in science, social studies, math problem solving, and critical thinking.

#### **5. Professional Development:**

On-going professional development and support from coaches and experts have contributed to our school's success. A rising API for eight consecutive years is evidence of the positive impact of professional development combined with the adoption of core programs aligned with state standards.

We rely on professional development and collaboration between colleagues to grow as educators. Our professional development plan outlines goals to meet the needs of all students and provide quality instruction within a rigorous standards-based curriculum. Our administrator, lead teacher, and council representatives schedule a full calendar of activities determined by a needs assessment based on student achievement. Topics include curriculum training as well as specific themes such as using technology to enhance instruction; differentiating instruction for GATE, English learners, and students with disabilities; and strategies to incorporate PE, art, and music into the curriculum. Teachers and staff attend outside trainings and share acquired knowledge with colleagues. These include state- and district-sponsored conferences, curriculum workshops, training for specific topics such as ELD support, art workshops, and the GATE conference. Our

Resource Specialist attended training to design a Learning Center for our school. The pull-out program currently serves 30-40 students daily offering academic support in core subjects for struggling students.

Valuable professional development comes from teachers sharing with teachers. At grade-level meetings, teachers meet within and across grade levels to ensure horizontal and vertical lesson planning. Collaboration is evident as our 4th and 5th grade classes departmentalize for social studies and science, Special Day Program students mainstream with kindergarten and 1st graders, and 3rd and 4th grade classes plan computer-lab time to foster reciprocal teaching.

The importance of applicable professional development is evident in the achievement of our students. As an example, training in Culturally Relevant and Responsive Education (CRRE) was instrumental in improving STAR results for our socio-economically disadvantaged population. Recognizing a need to target this subgroup our staff pursued training and teachers modified instruction based on CRRE principles. Our focused efforts resulted in a 50-point increase on the subsequent state assessment for this group as school-wide scores continued improve.

## **6. School Leadership:**

A tradition of effective administrators, qualified teachers and staff, involved parents, and a supportive community keeps 156th Street School among the top elementary schools in our community. Our vision promotes a system of education where stakeholders share responsibility for student achievement as we support each other personally and professionally. Teamwork begins with the development of our Single Plan for Student Achievement through the collaboration of district and school staff, councils, parents, and community members and continues as we affect the growth and success of every student.

School leadership is shared by site administrators, school councils, and staff representatives to ensure decisions are made with input from all stakeholders. Resolutions regarding school programs, budget, instructional supports and resources are made through a collaborative decision-making process. The principal is at the helm of our school, navigating us toward continuous gains in achievement and creating an environment where parents, teachers, students, staff, and community share in the outcome of a successful journey. Participating as an equal member, the principal attends every PTA, advisory and decision-making council meeting, and collaborates on the agenda and chairs staff meetings. As the school links with the community beyond the fence surrounding it, our principal reaches out to parents and families through her involvement in school-community events and meets with local organizations and vendors to enlist their support.

The renovation of our school library as a Wonder of Reading Library/Media Center and building of our Reading Garden were the direct results of collaborative decision-making by leadership councils and participation by staff, families, and community members. Library improvement was seen as a priority project to promote literacy through expanded literature selections, facilities for research, and an environment that would invite students into a world of books. With money raised by parent groups and grants from Wonder of Reading and Lowe's Hardware for materials and technical assistance, school staff, students, parents, and community volunteers worked together to bring ideas into reality. As a result, our Library was dedicated in 2005 and the Garden was built in the summer of 2007.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	78	78	72	75	79
Advanced	51	49	47	44	54
Number of students tested	37	41	55	62	57
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	60	77	70	68	76
Advanced	40	42	44	34	52
Number of students tested	20	26	34	38	29
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	68	83	75	74	76
Advanced	36	44	56	40	56
Number of students tested	22	18	27	35	25
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced		54			60
Advanced		36			20
Number of students tested		11			10
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
proficient plus advanced	73	66	71	55	58
advanced	38	15	29	26	18
Number of students tested	37	41	55	62	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
proficient plus advanced	65	58	62	42	51
advanced	40	8	24	18	17
Number of students tested	20	26	34	38	29
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
proficient plus advanced	72	67	74	49	60
advanced	27	17	33	23	16
Number of students tested	22	18	27	35	25
<b>3. (specify subgroup): African American</b>					
proficient plus advanced		54			40
advanced		9			10
Number of students tested		11			10
<b>4. (specify subgroup): Asian</b>					
proficient plus advanced					
advanced					
Number of students tested					

Notes:



Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	80	71	76	68
Advanced	51	54	45	38	45
Number of students tested	43	50	62	60	53
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	89	76	61	66	56
Advanced	41	48	36	43	36
Number of students tested	27	25	36	30	25
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	100	72	70	78	60
Advanced	41	48	39	41	44
Number of students tested	17	29	36	27	25
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced	92				40
Advanced	46				10
Number of students tested	13				10
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced				72	
Advanced				36	
Number of students tested				11	

Notes:

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	49	58	47	50	37
Advanced	9	24	15	18	9
Number of students tested	43	50	62	60	53
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	48	44	37	44	28
Advanced	11	16	6	17	4
Number of students tested	27	25	36	30	25
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	53	55	39	41	36
Advanced	6	24	6	15	4
Number of students tested	17	29	36	27	25
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced	38				10
Advanced	15				0
Number of students tested	13				10
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced				36	
Advanced				18	
Number of students tested				11	

Notes:

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	100	92	84	77	54
Advanced	78	65	57	50	29
Number of students tested	50	60	56	56	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	93	91	82	68	40
Advanced	75	60	50	47	27
Number of students tested	28	35	28	38	30
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	89	89	82	83	28
Advanced	72	65	56	53	6
Number of students tested	29	37	27	30	18
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced				36	45
Advanced				18	18
Number of students tested				11	11
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	84	73	66	64	45
Advanced	40	36	34	23	10
Number of students tested	50	60	56	56	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	75	66	54	55	33
Advanced	29	26	25	21	10
Number of students tested	28	35	28	38	30
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	79	73	67	64	22
Advanced	41	32	30	27	0
Number of students tested	29	37	27	30	18
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced				27	55
Advanced				0	9
Number of students tested				11	11
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	63	71	74	48
Advanced	53	29	42	40	13
Number of students tested	58	56	52	50	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	90	63	59	74	39
Advanced	45	30	28	37	8
Number of students tested	33	27	31	30	26
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	97	52	66	53	39
Advanced	54	22	33	21	10
Number of students tested	35	27	30	19	31
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced				77	
Advanced				31	
Number of students tested				13	
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	60	53	54	54	56
Advanced	23	18	25	20	16
Number of students tested	58	56	52	50	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced	54	45	39	53	39
Advanced	13	26	13	20	8
Number of students tested	33	27	31	30	26
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient plus Advanced	59	52	44	31	55
Advanced	12	15	17	5	10
Number of students tested	35	27	30	19	31
<b>3. (specify subgroup): African American</b>					
Proficient plus Advanced				54	
Advanced				23	
Number of students tested				13	
<b>4. (specify subgroup): Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes: